



**Do Now: Find your last name and sit with your assigned groups. Introduce yourself. Complete the Group Contact Information Sheet**

<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
1. Fowler 2. Edwards 3. King 4. Nellums 5. T. Williams 6. Wyatt	1. Avinger 2. Bosco 3. J. Freeman 4. Fulmore 5. G. Williams	1. Roever 2. Fersner 3. Brunson 4. Harley 5. Hedgepeth

<b>Algebra I</b>	<b>Algebra II</b>
1. King 2. Bruton 3. Horlbeck 4. Perry 5. Sullivan 6. Yagatilee	1. Jefferson 2. Cooper 3. A. Freeman 4. Johnson 5. Ramsey 6. Seay



# *Implementing Mathematics Through Problem Solving in Algebra*

Janel Johnson

November 2013

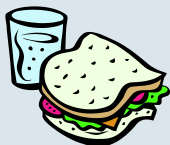


# Logistics



## Questions

- Raise your hand and ask questions during the session.
- Parking Lot – questions not directly related to the session



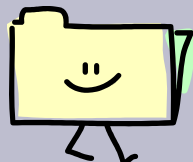
## Breaks

- Morning Break and Afternoon Break (10 min each)
- Lunch (60 min)



## Technology

- Feel free to take notes on your computer or tablet
- Cell phones on silent



## Session Materials

- Will be posted on SCDE website and Edmodo Group

# Accessing Materials

- At the end of this session, all materials will be uploaded to the SCDE website ([www.ed.sc.gov](http://www.ed.sc.gov)).
  - Take the following steps **OR**
    - Hover over “Programs & Services”
    - Click on “Common Core Standards”
    - Click on “Support Resources for Math”
    - Click on “Archived Training Events Related to Implementation of CCSSM”
  - <http://tinyurl.com/SCDEArchivedMathPD>



South Carolina  
STATE DEPARTMENT  
OF EDUCATION

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**EOCEP Passage Rates Rise while English and Algebra Scores Decline**

Wednesday, October 2, 2013

COLUMBIA – Passage rates for all subject areas experienced increases while the average scores for English and Algebra experienced slight declines this year on South Carolina's End-of-Course Examination Program (EOCEP), according to data released by the South Carolina Department of Education (SCDE) today.

**SUPERINTENDENT OF EDUCATION**

**SCHOOL DIRECTORY**

**ESEA Flexibility Waiver**

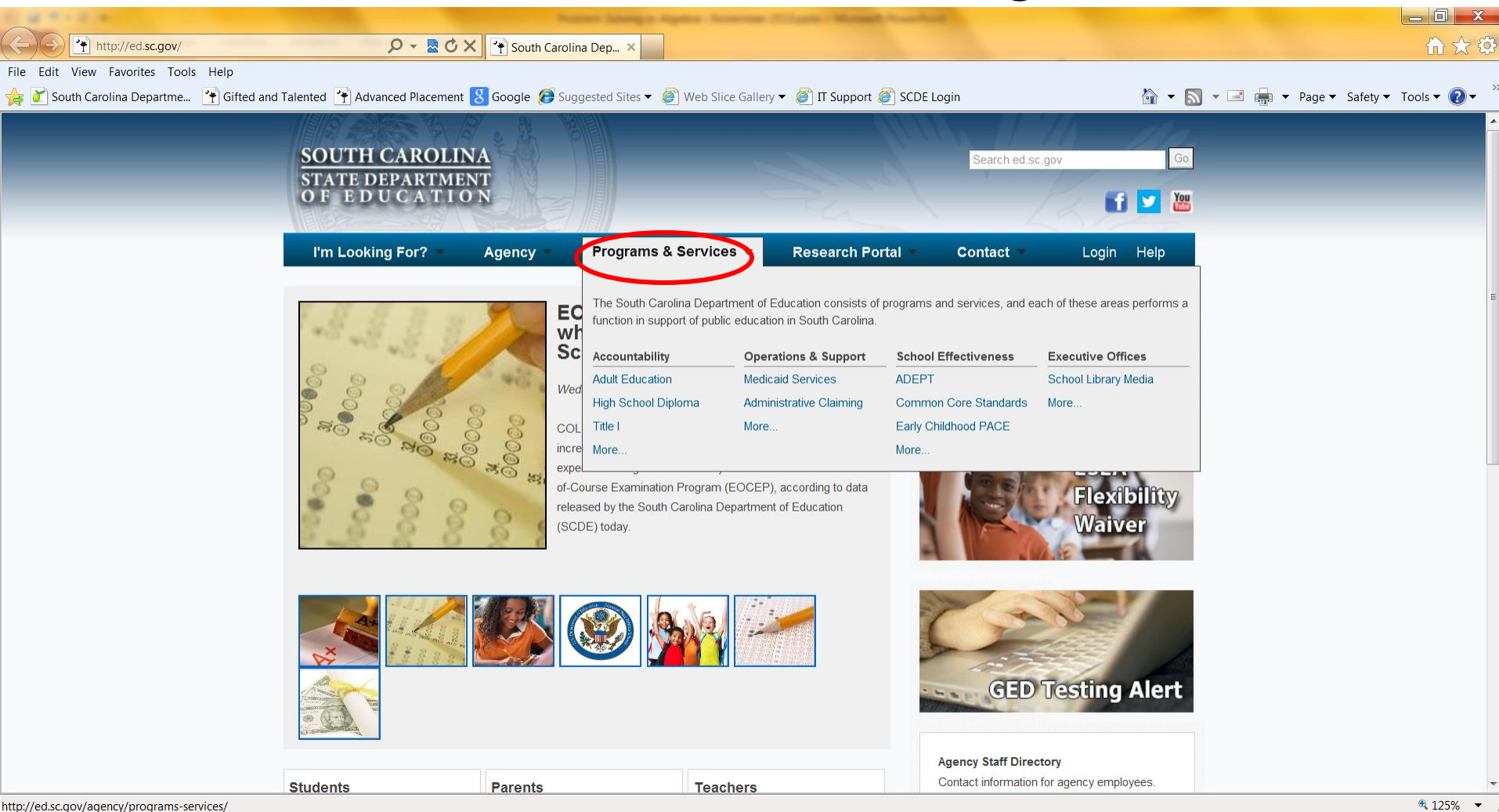
**GED Testing Alert**

Agency Staff Directory  
Contact information for agency employees.

Students Parents Teachers

125%

# Hover over “Programs & Services”



The screenshot shows the South Carolina Department of Education website. The browser address bar displays <http://ed.sc.gov/>. The website header includes the South Carolina Department of Education logo and a search bar. The main navigation menu is located below the header, with the 'Programs & Services' link highlighted by a red circle. The 'Programs & Services' dropdown menu is open, displaying a list of programs and services. The menu is organized into four columns: Accountability, Operations & Support, School Effectiveness, and Executive Offices. Each column contains a list of links, with 'More...' links at the bottom of each column. Below the dropdown menu, there is a large image of a pencil writing on a document, and a smaller image of a person's hand writing on a document. To the right of the main content area, there is a 'Flexibility Waiver' banner and a 'GED Testing Alert' banner. At the bottom of the page, there is a footer with links for 'Students', 'Parents', and 'Teachers', and an 'Agency Staff Directory' section.

**Programs & Services**

The South Carolina Department of Education consists of programs and services, and each of these areas performs a function in support of public education in South Carolina.

Accountability	Operations & Support	School Effectiveness	Executive Offices
Adult Education	Medicaid Services	ADEPT	School Library Media
High School Diploma	Administrative Claiming	Common Core Standards	More...
Title I	More...	Early Childhood PACE	
More...		More...	

of-Course Examination Program (EOCEP), according to data released by the South Carolina Department of Education (SCDE) today.

**Flexibility Waiver**

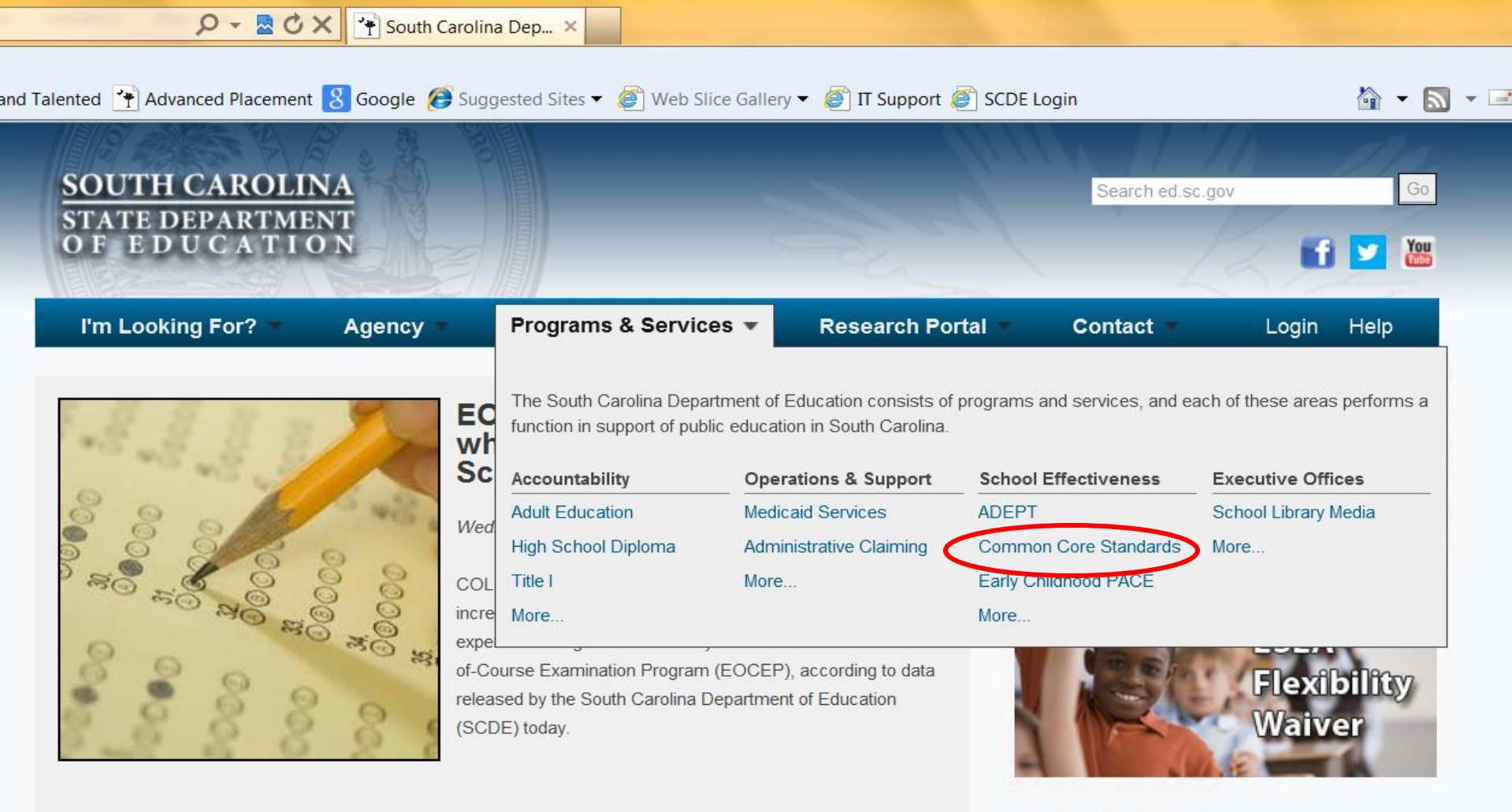
**GED Testing Alert**

**Agency Staff Directory**  
Contact information for agency employees.

**Students** **Parents** **Teachers**

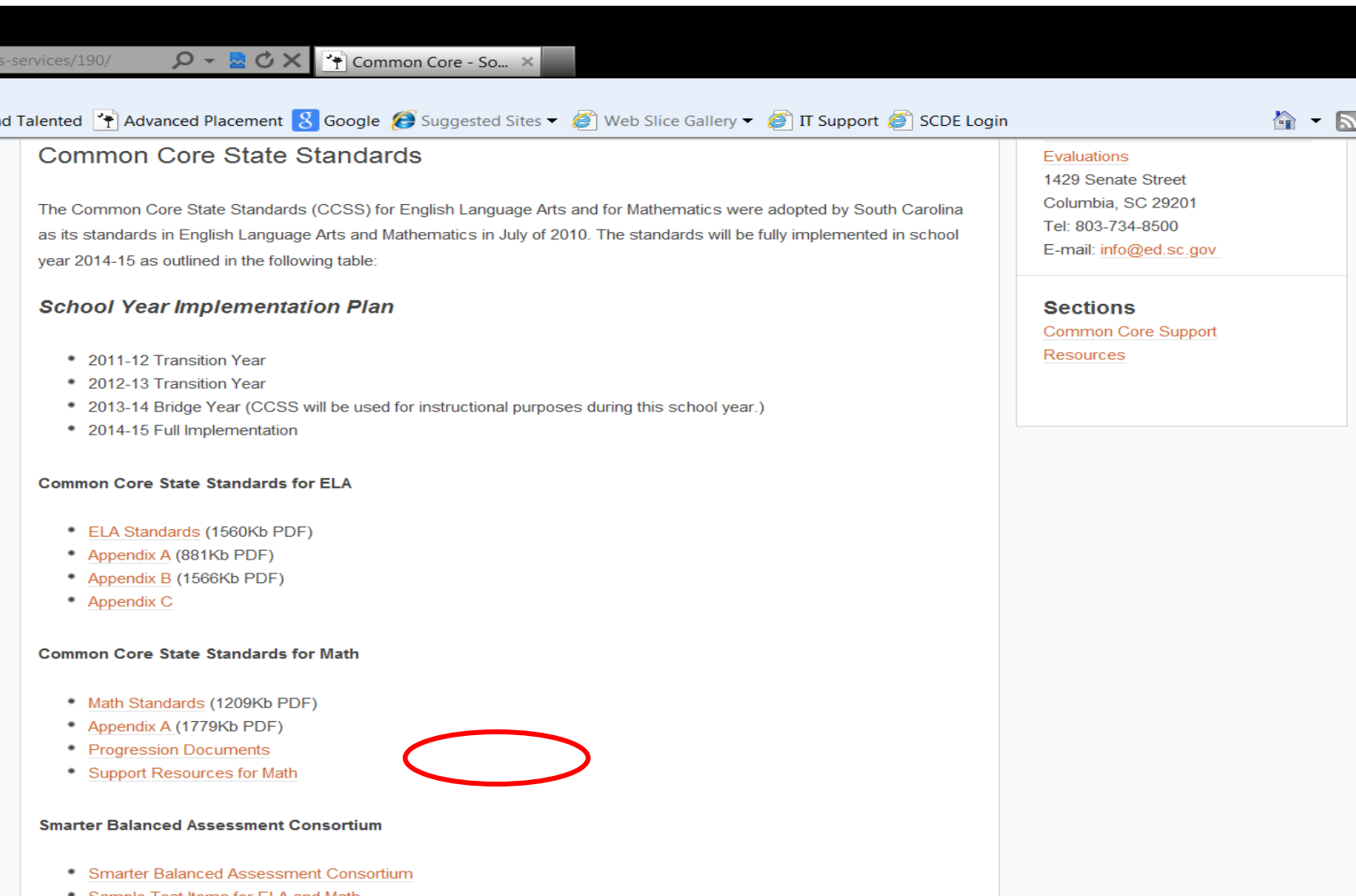


# Click on “Common Core Standards”



The screenshot shows the South Carolina Department of Education website. The top navigation bar includes links for 'and Talented', 'Advanced Placement', 'Google', 'Suggested Sites', 'Web Slice Gallery', 'IT Support', and 'SCDE Login'. A search bar is located on the right. The main navigation menu is expanded, showing 'Programs & Services' with a dropdown menu. The dropdown menu lists various categories: Accountability, Operations & Support, School Effectiveness, and Executive Offices. Under 'School Effectiveness', the link 'Common Core Standards' is circled in red. Other links in the dropdown include 'Adept', 'Early Childhood PACE', 'More...', 'Medicaid Services', 'Administrative Claiming', 'More...', 'Adult Education', 'High School Diploma', 'Title I', 'More...', 'School Library Media', and 'More...'. The background of the website features a large image of a pencil writing on a test paper and a smaller image of two children smiling.

# Click on “Support Resources for Math”



s-services/190/ Common Core - So...

Advanced Placement Google Suggested Sites Web Slice Gallery IT Support SCDE Login

## Common Core State Standards

The Common Core State Standards (CCSS) for English Language Arts and for Mathematics were adopted by South Carolina as its standards in English Language Arts and Mathematics in July of 2010. The standards will be fully implemented in school year 2014-15 as outlined in the following table:

### School Year Implementation Plan

- 2011-12 Transition Year
- 2012-13 Transition Year
- 2013-14 Bridge Year (CCSS will be used for instructional purposes during this school year.)
- 2014-15 Full Implementation

### Common Core State Standards for ELA

- [ELA Standards](#) (1560Kb PDF)
- [Appendix A](#) (881Kb PDF)
- [Appendix B](#) (1566Kb PDF)
- [Appendix C](#)

### Common Core State Standards for Math

- [Math Standards](#) (1209Kb PDF)
- [Appendix A](#) (1779Kb PDF)
- [Progression Documents](#)
- [Support Resources for Math](#)

### Smarter Balanced Assessment Consortium

- [Smarter Balanced Assessment Consortium](#)
- [Sample Test Items for ELA and Math](#)

### Evaluations

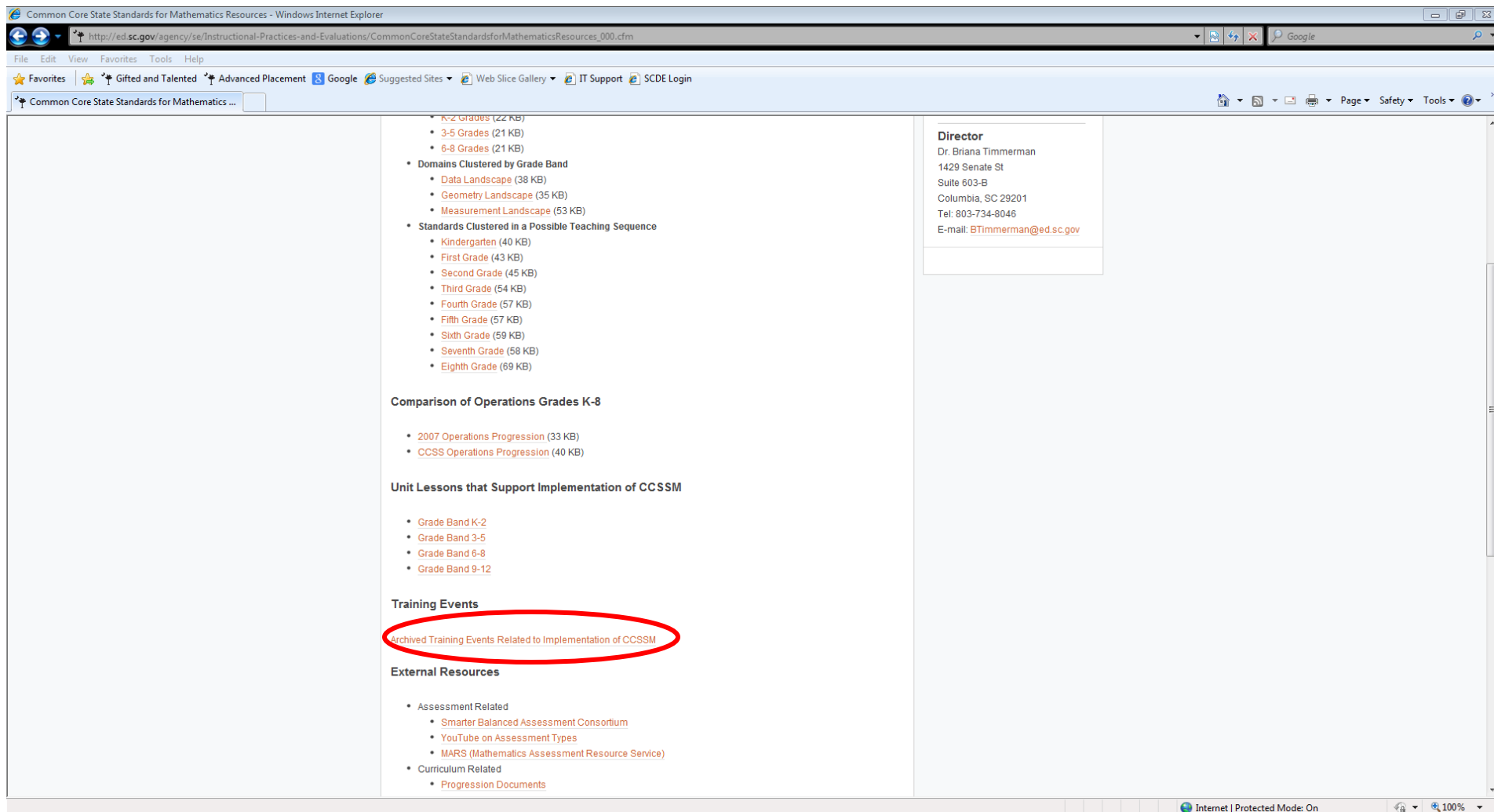
1429 Senate Street  
Columbia, SC 29201  
Tel: 803-734-8500  
E-mail: [info@ed.sc.gov](mailto:info@ed.sc.gov)

### Sections

- [Common Core Support Resources](#)



# Click on “Archived Training Events Related to the Implementation of CCSSM”



The screenshot shows a web browser window displaying the South Carolina Department of Education's website. The browser's address bar shows the URL: [http://ed.sc.gov/agency/se/Instructional-Practices-and-Evaluations/CommonCoreStateStandardsforMathematicsResources\\_000.cfm](http://ed.sc.gov/agency/se/Instructional-Practices-and-Evaluations/CommonCoreStateStandardsforMathematicsResources_000.cfm). The website content is organized into several sections:

- Common Core State Standards for Mathematics Resources**
  - K-2 Grades (22 KB)
  - 3-5 Grades (21 KB)
  - 6-8 Grades (21 KB)
- Domains Clustered by Grade Band**
  - Data Landscape (38 KB)
  - Geometry Landscape (35 KB)
  - Measurement Landscape (53 KB)
- Standards Clustered in a Possible Teaching Sequence**
  - Kindergarten (40 KB)
  - First Grade (43 KB)
  - Second Grade (45 KB)
  - Third Grade (54 KB)
  - Fourth Grade (57 KB)
  - Fifth Grade (57 KB)
  - Sixth Grade (59 KB)
  - Seventh Grade (58 KB)
  - Eighth Grade (69 KB)
- Comparison of Operations Grades K-8**
  - 2007 Operations Progression (33 KB)
  - CCSS Operations Progression (40 KB)
- Unit Lessons that Support Implementation of CCSSM**
  - Grade Band K-2
  - Grade Band 3-5
  - Grade Band 6-8
  - Grade Band 9-12
- Training Events**
  - Archived Training Events Related to Implementation of CCSSM** (circled in red)
- External Resources**
  - Assessment Related
    - Smarter Balanced Assessment Consortium
    - YouTube on Assessment Types
    - MARS (Mathematics Assessment Resource Service)
  - Curriculum Related
    - Progression Documents

On the right side of the page, there is a contact information box for the Director:

**Director**  
Dr. Briana Timmerman  
1429 Senate St  
Suite 603-B  
Columbia, SC 29201  
Tel: 803-734-8046  
E-mail: [BTimmerman@ed.sc.gov](mailto:BTimmerman@ed.sc.gov)

CCSS-Support-Mathematics - Windows Internet Explorer

http://ed.sc.gov/agency/programs-services/190/ccss-support/CCSS-Support-Mathematics.cfm

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★ Favorites ★ Gifted and Talented ★ Advanced Placement Google Suggested Sites Web Slice Gallery IT Support SCDE Login

CCSS-Support-Mathematics

Search ed.sc.gov Go

f t y

I'm Looking For? Agency Programs & Services Research Portal Contact Login Help

Home > Agency > Programs services > 190 > Ccss support > CCSS Support Mathematics

### CCSS Support for Mathematics -Archived Events

CCSS Mathematics Archived Training Events for District Implementation Teams (DIT) and teachers.

2012-2013 ARCHIVED EVENTS September-May 2013			<a href="#">VideoLinksPDF</a>
<a href="#">2012 SUMMER ARCHIVED EVENTS June-July</a>			
<a href="#">2011-2012 ARCHIVED EVENTS February-May 2012</a>			
<b>2013 SUMMER ARCHIVED EVENTS June-July</b>	<b>PowerPoints</b>	<b>Video Links</b>	<b>Handouts</b>
CCSSM 5-6 June 19 Visual Models for Division of Fractions	<a href="#">PPT</a>	<a href="#">Video</a>	<a href="#">Division of Fractions</a>
CCSSM Using the TI-84 Plus to Improve Teaching Efficiency and Student Understanding June 25 - Beginner Session June 26 - Advanced Session	(no PPTs)	<a href="#">TI-84 Beg</a> <a href="#">TI-84 Adv</a>	<a href="#">Links to Student Activities</a>
CCSSM July 10 HS Geometry as Set Forth in CCSSM	<a href="#">PPT</a>	<a href="#">Video</a>	HS Geometry
CCSSM July 17 K-5th Gr Geometry		<a href="#">Video</a>	
<b>2012-2013 ARCHIVED EVENTS September-May 2013</b>	<b>PowerPoints</b>	<b>Video Links</b>	<b>Handouts</b>
Adult Educ Training Institute Math/Assessment Sept 28	<a href="#">PPT</a>	<a href="#">Video</a>	
CCSS Math K-2 Oct 17 Standards of Mathematical Practice	<a href="#">PPT</a>	<a href="#">Video</a>	
CCSS Math 7-8 Oct 31 Functions Systems of Equations	<a href="#">PPT</a>	<a href="#">Video</a>	
CCSS Math 6-8 Nov 9 Ratio and Proportions	<a href="#">PPT</a>	<a href="#">Video</a>	
CCSS Math - Algebra I Nov 14 Sequences	<a href="#">PPT</a>	<a href="#">Video</a>	

#### Contact Information

1429 Senate Street  
Columbia, SC 29201  
Tel: 803-734-8500  
E-mail: [info@ed.sc.gov](mailto:info@ed.sc.gov)

#### Sections

- [CCSS Archived-ELA](#)
- [CCSS Archived-Social Studies](#)
- [Common Core Support](#)
- [Resources](#)

Done

Internet | Protected Mode: On

100%



# Accessing Materials

- At the end of this session, all materials will be uploaded to the SCDE website ([www.ed.sc.gov](http://www.ed.sc.gov)).
- Join my Edmodo group ([www.edmodo.com](http://www.edmodo.com))
  - Login or create an account as a “Teacher”
  - Find the grey box under your name on the left with the word “Groups” and a plus sign.
  - Click on the plus sign, and select “Join”
  - Enter the group code: **z3t6cd**

# Norms

- Listen as an Ally
- Value Differences
- Maintain Professionalism
- Actively Participate

# Agenda

Time	Topic
9:45 – 10:15 a.m.	Why Algebra?
10:15 – 10:55 a.m.	Vertical Alignment – Part 1
10:55 – 11:05 a.m.	BREAK
11:05 – 11:45 a.m.	Vertical Alignment – Part 2
11:45 a.m. – 1:00 p.m.	LUNCH
1:00 – 1:22 p.m.	Problem Solving
1:22 p.m. – 1:45 p.m.	Mathematic Tasks – Part 1
1:45 p.m. – 1:55 p.m.	BREAK
1:55 – 3:10 p.m.	Mathematic Tasks – Part 2



# Objectives

- **IDENTIFY** the algebra standards in a specified grade level
- **DETERMINE** the vertical alignment of a set of standards
- **OBSERVE** and analyze a lesson
- **DEFINE** the key features in a good mathematics task
- **CREATE** a task that is complete and ready to use





*Implementing Mathematics Through Problem Solving in Algebra*

# **WHY ALGEBRA?**



# Mathematical Shifts

## *Focus*

Focus strongly where the standards focus

✓ *Algebra*

## *Coherence*

Think across grades, and link to major topics

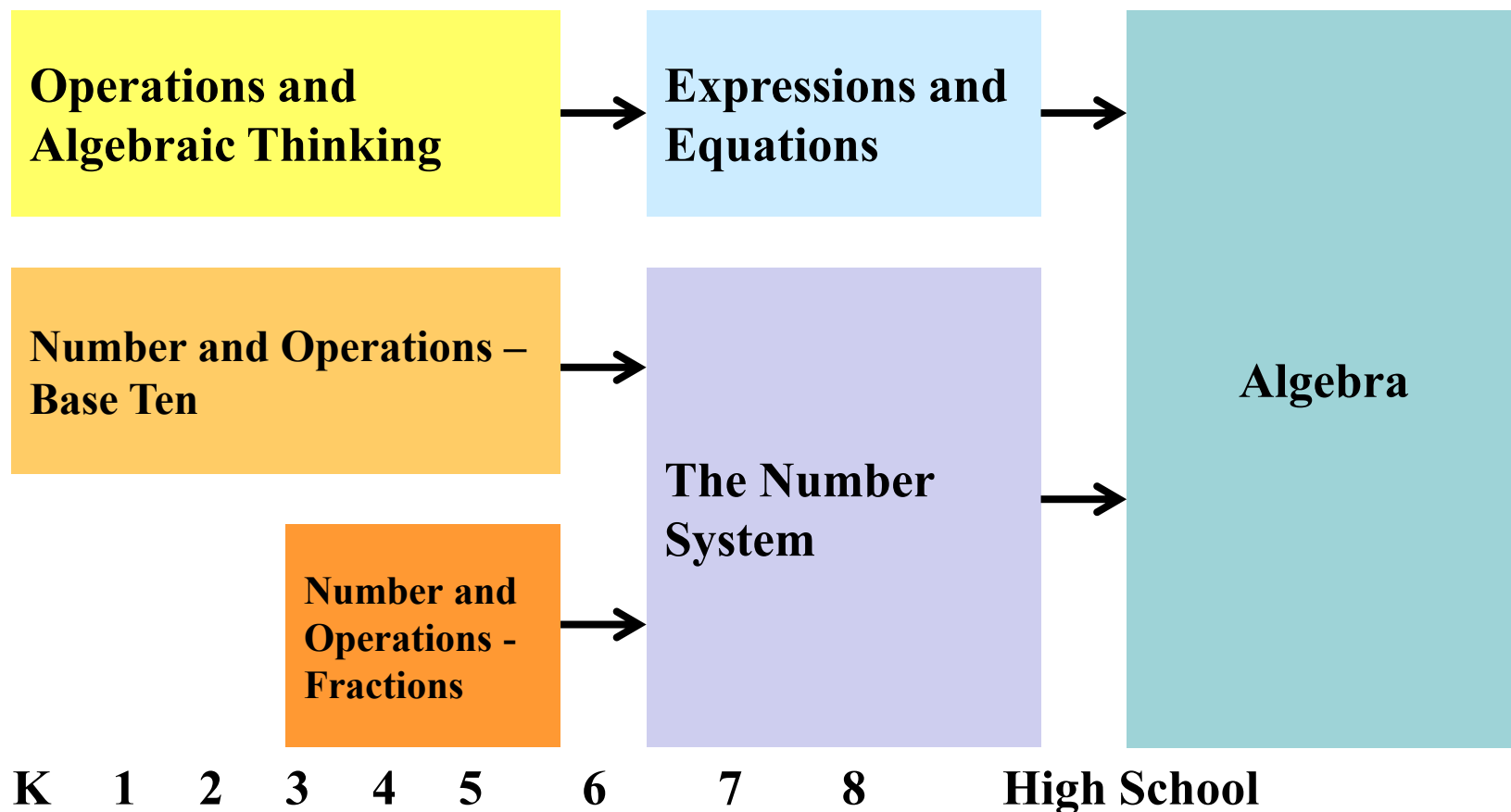
✓ *Vertical Alignment*

## *Rigor*

In major topics, pursue conceptual understanding, procedural skill and fluency, and application

✓ *Application*

# Why Algebra?





# Key Areas of Focus in Mathematics

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Ratios and proportional reasoning; early expressions and equations	Ratios and proportional reasoning; arithmetic of rational numbers	Linear algebra and linear functions
9 <sup>th</sup> – 12 <sup>th</sup> Grade		
Number and Quantity (complex number systems), Algebra (with exponential integer inputs, Functions (quadratic), Geometry (proofs) and Statistics & Probability.		



# Algebra Defined

Algebra is a branch of mathematics in which symbols, usually letters of the alphabet, represent numbers or members of a specified set. The symbols are used to represent quantities and to express general relationships that hold for all members of the set.



# Algebra Standards

- Place an **asterisk (\*)** beside the standards align to algebra content.
- **Highlight** key words that show level of thinking.
- **Circle** key words that show progression of skills/knowledge

**ACTIVITY**





*Implementing Mathematics Through Problem Solving in Algebra*

# **VERTICAL ALIGNMENT**



# What is Vertical Alignment?



Photo: upcyclededucation.com



# What is Vertical Alignment?

Vertical alignment helps to determine what students should know *before* coming to a grade level and what students will be expected to know as they leave that grade level and *advance* to the next level.

Math Educators should consider how concepts are developed throughout the career of a student, and how math content builds from grade level to grade level.



# Types of Relationships

- Knowledge or skills **BROADENED** to wider range of content
  - Same skills applied to wider content
- **DEEPER** understanding (cognitive processes) for the same content
  - Watch the verbs (recognize => explain)
- **NEW** (or different) content and/or skills
  - No matching standard in the previous grade
- Content is the **SAME** as in the standard at the previous grade level

# Vertical Alignment Worksheet

<b>What standard(s) from the previous grade level connect to this standard?</b>  <b>What type of relationship exists between the previous grade level standard your grade level?</b>	<b>List the algebra standards for your assigned grade level.</b>	<b>What standard(s) in the next grade level connect to this standard?</b>  <b>What type of relationship exists between the next grade level standard your grade level?</b>



# BREAK – 10 minutes

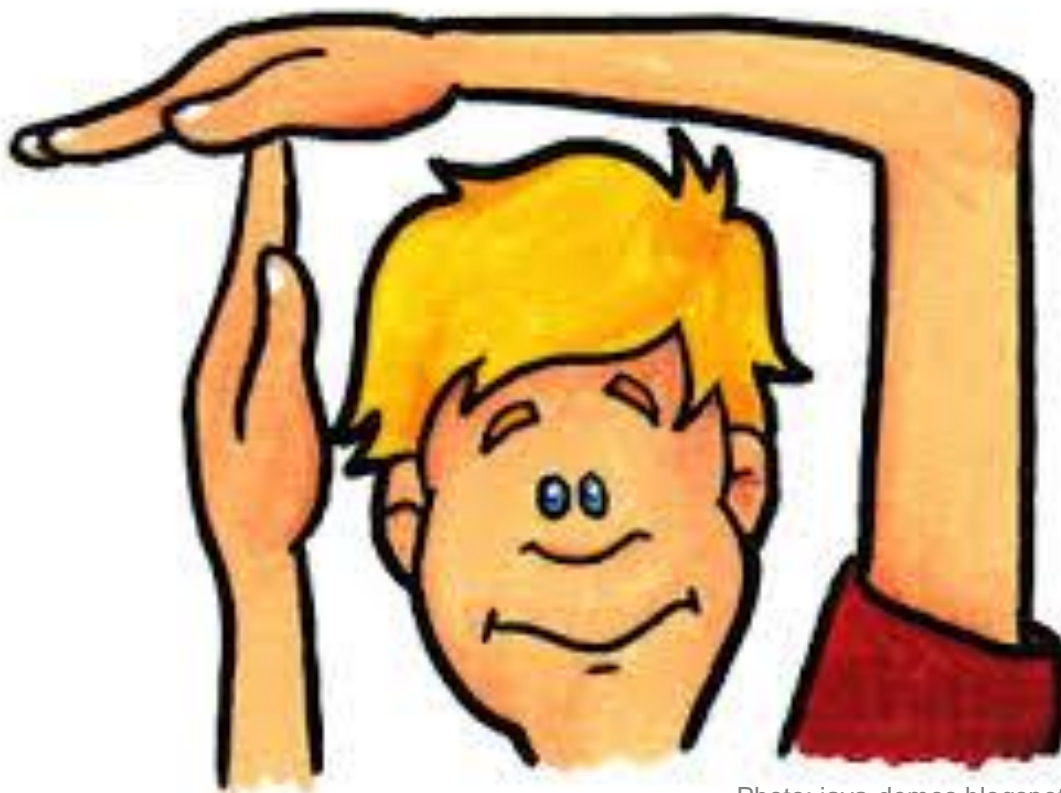


Photo: [java-demos.blogspot.com](http://java-demos.blogspot.com)

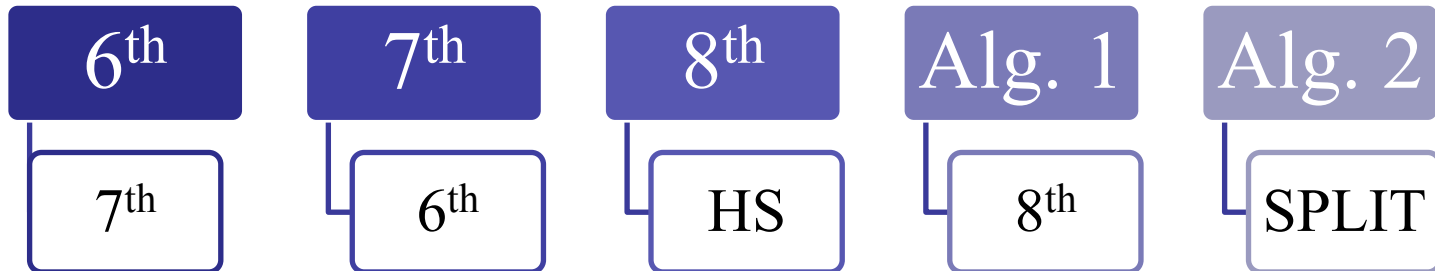




# Collaboration – Round 1

In your groups, share out the standards and connections you listed on your **Vertical Alignment Worksheet**.

- Note any “ahas”
- Note any suggested changes.





# Collaboration – Round 2

In your groups, share out the standards and connections you listed on your **Vertical Alignment Worksheet**.

- Note any “ahas”
- Note any suggested changes.

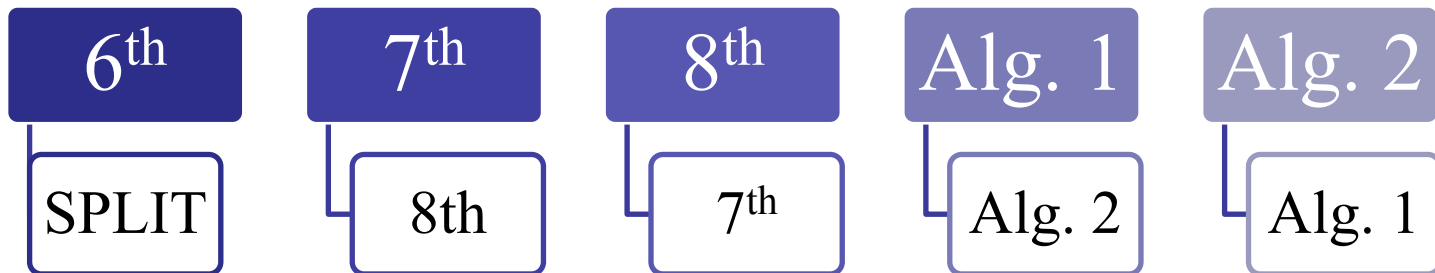
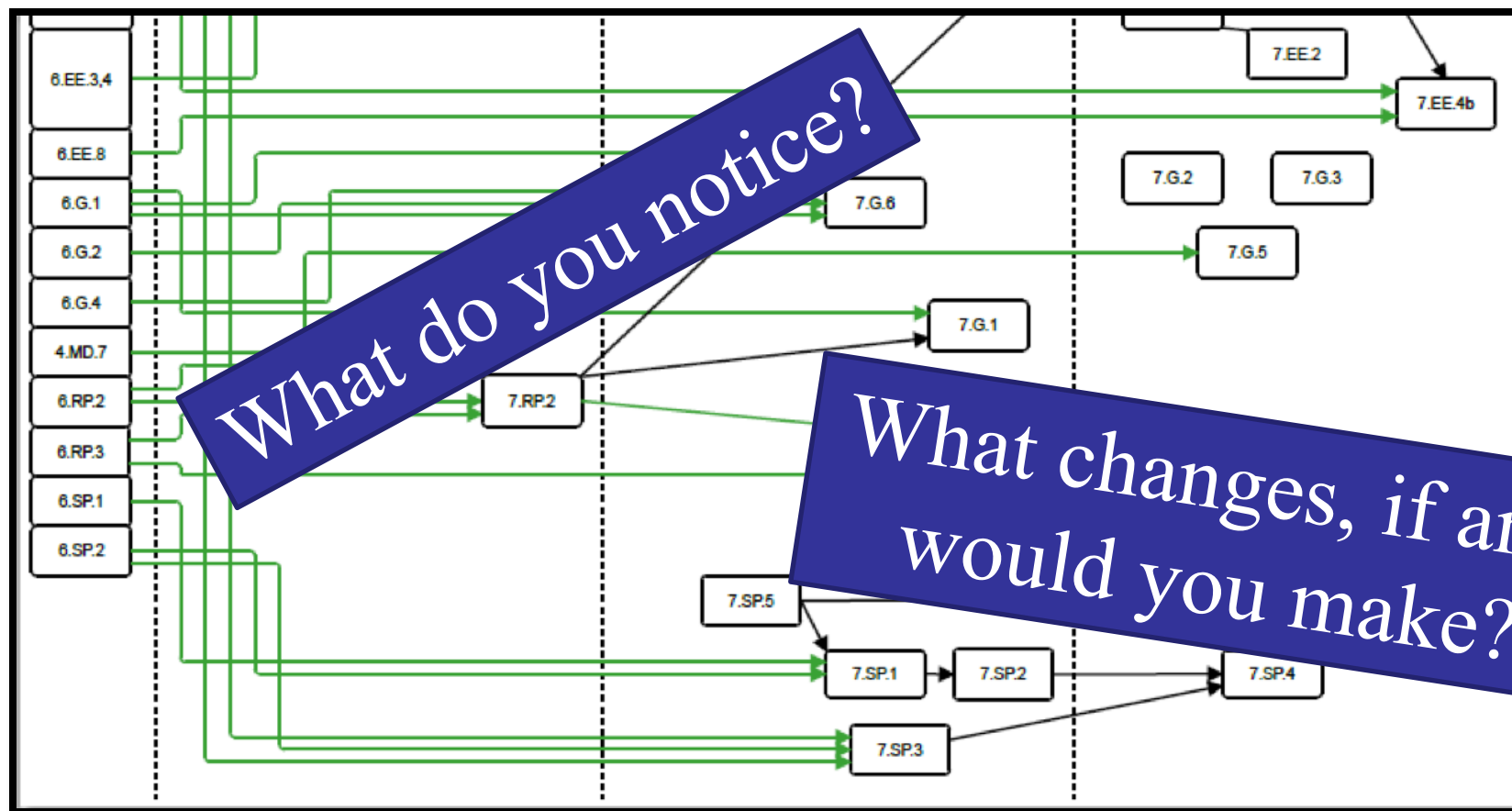




Photo: upcyclededucation.com

# Wiring Graph



Developed by Jason Zimba, Bill and Melinda Gates Foundation



# Benefits of Vertical Alignment

- ✓ Decreases the amount of instructional time consumed with re-teaching concepts
- ✓ Increases instructional time for the “major work” of each grade level
- ✓ Improves student performance



# Lunch – 60 minutes



Photo: 123rf.com



*Implementing Mathematics Through Problem Solving in Algebra*

# **PROBLEM SOLVING**





# What is Problem Solving?

**“Problem solving means engaging in a task for which the solution method is not known in advance.”**

**-Principles and  
Standards for School  
Mathematics**

It encompasses:

- ✓ exploring
- ✓ reasoning
- ✓ strategizing
- ✓ estimating
- ✓ conjecturing
- ✓ testing
- ✓ explaining
- ✓ proving



# Observe and Analyze a Lesson

1. How did the teacher organize the lesson? What phases did it go through?
2. What resources did the teacher have available, and when were these used?
3. How did the teacher introduce the problem to students?
4. What different approaches did students use?
5. How did the teacher support the students that were struggling?
6. How did the teacher encourage the sharing of approaches and strategies?



# Observe and Analyze a Lesson



Photo: Mathematics Assessment Project (MAP)

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5. How did the teacher support the students that were struggling?
6. How did the teacher encourage the sharing of approaches and strategies?

# Benefits of Problem Solving

Students...

- ✓ learn to apply the mathematics as they are learning it.
- ✓ make connections within mathematics and to other content areas.

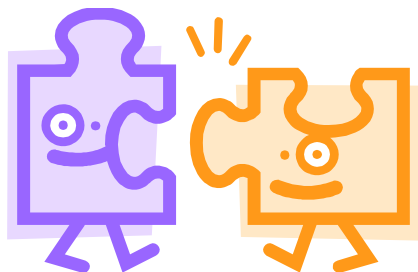


Photo: microsoft.com



*Implementing Mathematics Through Problem Solving in Algebra*

# **MATHEMATICAL TASKS**

# Mathematical Tasks

“If we want students to develop the capacity to think, reason, and problem solve then we need to start with high-level, cognitively complex tasks.”

-Stein & Lane, 1996



Photo: upcyclededucation.com

# Features of a Good Task

- It begins where the students are; accessible to wide range of learners.
- It is seen as something to make sense of.
- It requires justifications and explanations for answers and methods.
- The focus is on making sense of the mathematics involved and thereby increasing understanding.

John Van de Walle, Elementary & Middle School Mathematics, Teaching Developmentally  
NRICH Project @ University of Cambridge, [Nrich.maths.org/5662](http://Nrich.maths.org/5662)



# Features of a Good Task

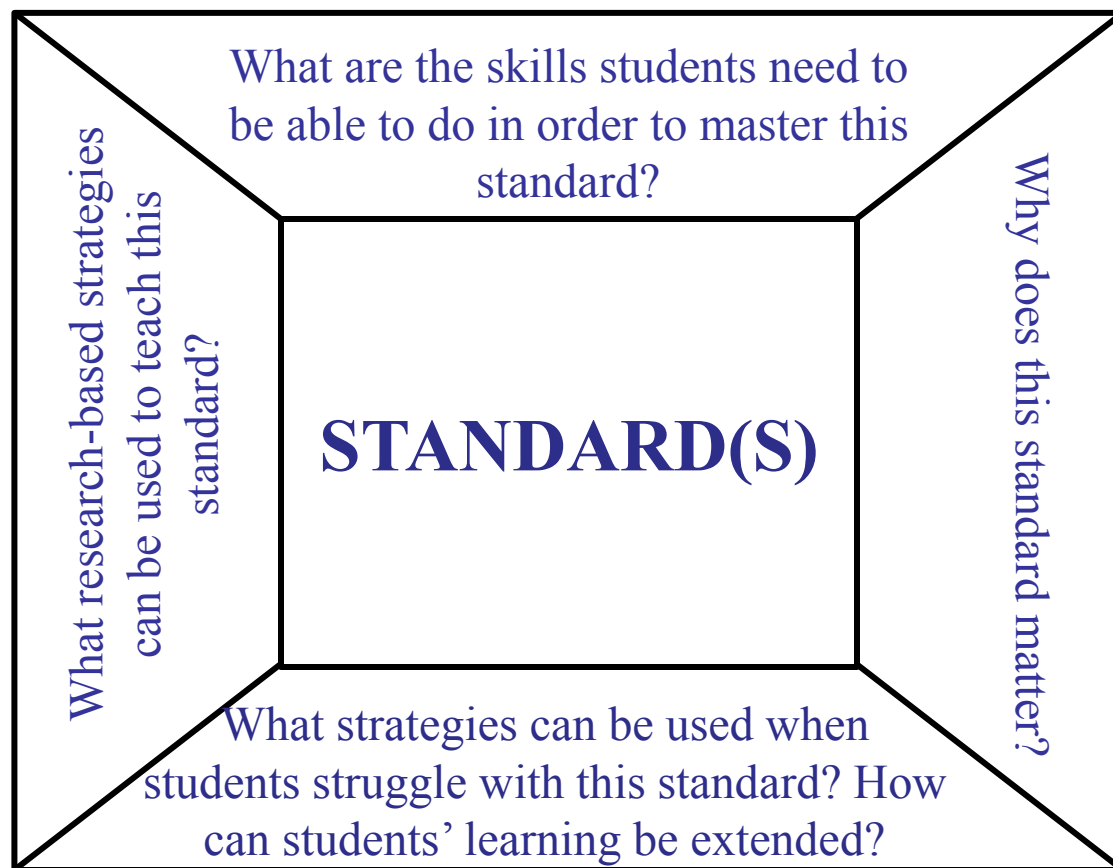
- It challenges the learners to think for themselves.
- It offers different levels of challenge.
- It encourages collaboration and discussion.
- It has the potential for revealing patterns or leading to generalizations.
- It invites students to make decisions.

John Van de Walle, Elementary & Middle School Mathematics, Teaching Developmentally  
NRICH Project @ University of Cambridge, [Nrich.maths.org/5662](http://Nrich.maths.org/5662)



# Placemat Collaborative

- In your groups, pick 1-2 algebra standards.
- Write the standard(s) in the center.
- Write in the space with the question in front of you.
- Rotate every 30 seconds.





# BREAK – 10 minutes

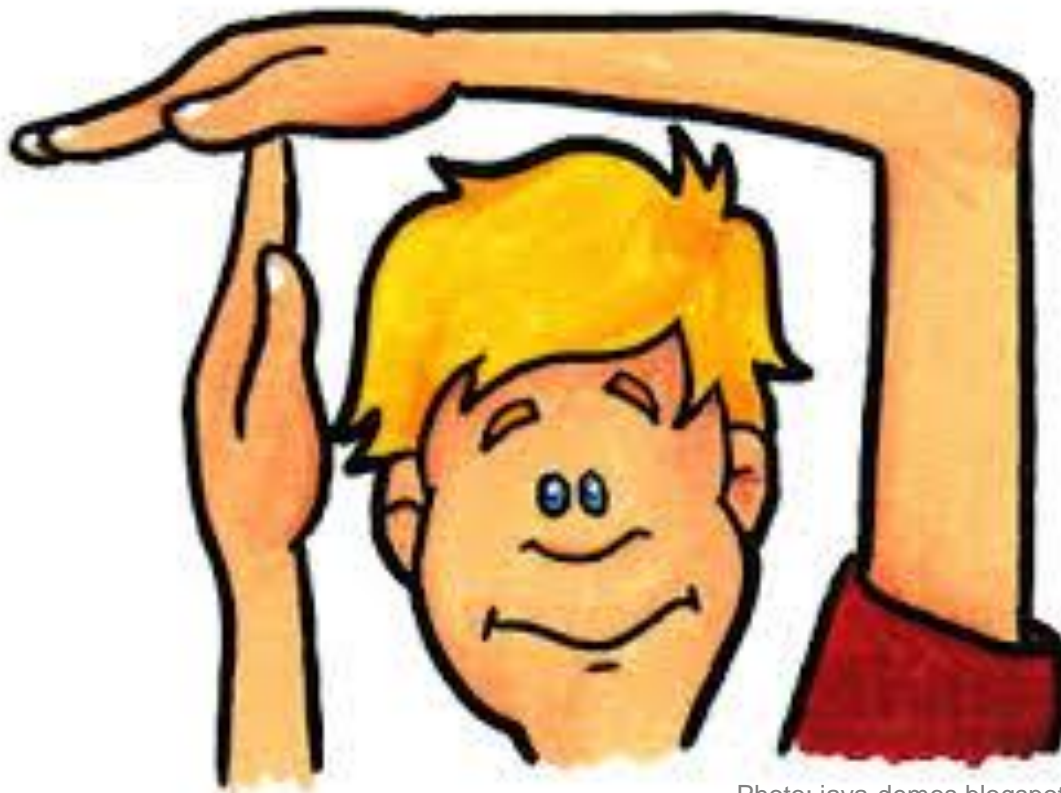


Photo: [java-demos.blogspot.com](http://java-demos.blogspot.com)

# Math Task Example

## Mathematics: Expressions and Equations

<b>7.EE.1</b>	<p><b>Cluster Heading:</b> Use properties of operations to generate equivalent expressions.</p> <p><b>Content Standard:</b> Apply properties of operations as strategies to add, subtract, factor &amp; expand linear expressions with rational coefficients.</p> <p><b>Standards for Mathematical Practice:</b> MP6 Attend to precision, MP3 Construct viable arguments and critique the reasoning of others.</p>
Problem/Task Suggestions	Formative Assessment Suggestions
<p><b>Make It True</b> Fill in the blanks below to make the equation true for every value of <math>x</math>. Explain the steps you took, as well as any math properties you used. Compare your answer with a student with a different answer. Explain your reasoning and see if either of you can find a mistake or find common ground.</p> <p style="text-align: center;">_____ <math>(2x + 2) - 4 = 10x +</math> _____</p> <p><b>Differentiation Support</b></p> <ul style="list-style-type: none"> <li>Start with review of distribution problems as a warm up. Review equivalent expressions and equality.</li> <li>Fill in one of the blanks with a number and ask the student only to find out the other missing blank.</li> </ul> <p><b>Extensions</b></p> <ul style="list-style-type: none"> <li>Come up with five other possibilities that will also make this a true statement for any value of <math>x</math>.</li> <li>Substitute multiple values for <math>x</math> and decide if each yields a true statement.</li> </ul> <p><b>Solutions:</b> Infinite number of correct solutions, e.g.,</p> <ul style="list-style-type: none"> <li><math>5(2x + 2) - 4 = 10x + 6</math></li> <li><math>2(2x + 2) - 4 = 10x + -6x</math></li> <li><math>8x + (2x + 2) - 4 = 10x + -2</math></li> <li><math>3(2x + 2) - 4 = 10x - 4x + 2</math></li> <li><math>0(2x + 2) - 4 = 10x + -10x - 4</math></li> </ul>	<p><b>Observation of Students</b></p> <ul style="list-style-type: none"> <li>Is the student able to recognize what the problem is asking? <b>MP1</b></li> <li>Is the student able to use mental math to do simple computations or does he or she need to use another tool? <b>MP5</b></li> <li>Does the student recognize that different answers are possible?</li> <li>Can the student explain the process to other students? <b>MP6</b></li> <li>Does the student generate a true equation?</li> <li>Does the student include a written explanation including precise language? <b>MP6</b></li> </ul> <p><b>Questions to Guide Student Thinking</b></p> <ul style="list-style-type: none"> <li>Can you explain your steps in writing and to your group members? <b>MP3</b></li> <li>Simplify each side of the equation and tell me what you get.</li> <li>Substitute in multiple values for <math>x</math> and see if it yields a true statement.</li> </ul> <p><b>Misconceptions</b> Students may</p> <ul style="list-style-type: none"> <li>Incorrectly distribute, e.g., <math>5(2x + 2) - 4 = 10x + -2</math> or <math>8x(2x + 2) - 4 = 10x - 4</math></li> <li>Incorrectly combine like terms, e.g., <math>6x + (2x + 2) - 4 = 10x + -4</math></li> <li>Come up with a solution that only works for one value of <math>x</math>, e.g., <math>10(2x + 2) - 4 = 10x + 36</math> will be true if <math>x = 2</math>.</li> <li>Think that the same number/expression needs to go in both blanks.</li> </ul> <p><b>Vocabulary</b> Distribute, Expand, Equivalent expressions, Variables, Coefficients</p>

Created by: Illinois State Board of Education Content Area Specialist

**THINK**- What observations can you make about this task?

**PAIR**

**SHARE**

**ACTIVITY**

# Create Math Task

- Review the **Placemat Collaborative Poster**
- In your groups, determine which algebra standard(s) you would like to develop a task for.
- Then, complete the **Math Task Planning Template Poster**.

**ACTIVITY**

# Math Task Carousel

- Display your group's task.
- Examine the other group's task.
- **Use sticky notes to leave areas of strength and areas of improvement.**
- Rotate and continue until you have finished examining all posters.
- Be ready to share out any questions or “ahas.”
- **TAKE PHOTOS OF TASKS IF YOU WOULD LIKE!**

**ACTIVITY**

# Revise and Submit

- Make any necessary revisions.
- In your group, determine who will be responsible for **typing and e-mailing** your group's Math Task Planning Template.
- E-mail to the entire group and CC: [jejohnson@ed.sc.gov](mailto:jejohnson@ed.sc.gov) by **Friday, November 22, 2013 at 5 p.m.**

## Reflection

**Reflect on the activities we did today....**

- ✓ Identified the algebra standards at each grade level
- ✓ Vertical Alignment Worksheet
- ✓ Collaborated with grade level groups
- ✓ Observed and analyzed a problem solving lesson
- ✓ Defined the features of a good task
- ✓ Analyzed a task
- ✓ Created a task and revised based on feedback

**How will you implement these activities into your planning or classroom practice?**

### *3 Methods to Respond*

- Go to <http://tinyurl.com/padlet111413>
- Scan the QR Code
- Write your response on a sticky note and leave it attached to this sheet.





# Objectives

- **IDENTIFY** the algebra standards in a specified grade level
- **DETERMINE** the vertical alignment of a set of standards
- **OBSERVE** and analyze a lesson
- **DEFINE** the key features in a good mathematics task
- **CREATE** a task that is complete and ready to use



# Resources

- [Common Core Standards for Math](#)
- [CCSS-Math Wiring Graph](#)
- [Mathematics Assessment Resource Service \(MARS\) Task](#)
- [Illinois Department of Education](#)
- [Oregon Department of Education](#)



# Questions



Photo: microsoft.com



# Contact Information

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# Certificates of Attendance

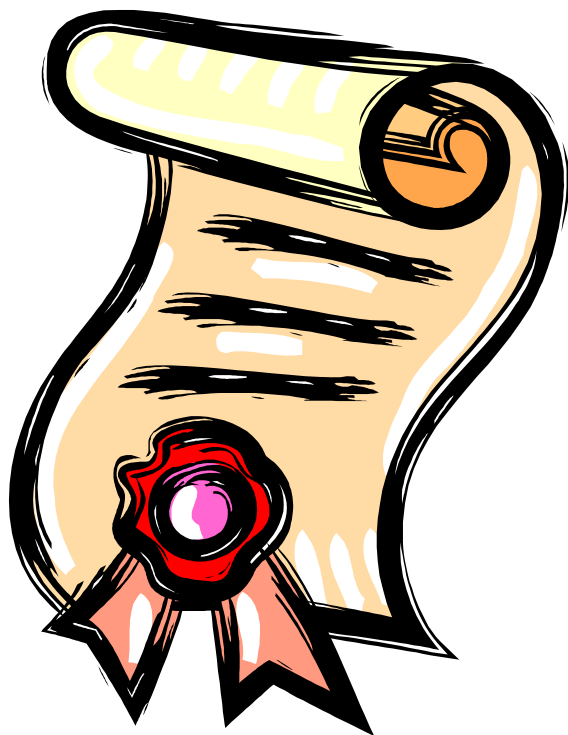


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- Survey will be sent to you via e-mail.
- Once complete, your certificate will be sent to you via e-mail.



# Upcoming Professional Development Sessions

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- Go to [www.ed.sc.gov](http://www.ed.sc.gov)
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E-mail [mathpd@ed.sc.gov](mailto:mathpd@ed.sc.gov) for questions and more information.



# Exit Ticket

On an index card, please reflect on your day:

1. What worked well for you today?
2. What would you like to learn more about?
3. What could be improved?